

Student Name (graduation year)	Committee Members and Chairperson	Title	Abstract	Link to Full-Text Dissertation
Dr. Camille Byrd O'Quin	Mark Zablocki , Debbie Shelden, Carrie Anna Courtad, Lydia Kyei-Blankson	Exploring African American Vernacular English and Disproportionality in Special Education	The need for educators to build cultural competence and gain knowledge about cultural communication patterns like AAVE is discussed. The purpose of this research study was to investigate the special	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2458&context=etd
Dr. Krystal Lewis-Pratl	Yojanna Cuenca-Carlino , Tara Kaczorowski, Jennifer Frieberg, Mark Zablocki	Special Education Preservice Teachers Culturally Responsive Teaching Self-Efficacy: A Mixed Methods Study	There have been increases in the culturally and linguistically diverse (CLD) student population over the last two decades; however, these changes have not been realized in the diversification of educators in the field. Disproportionality data of CLD students in special education amplify the need to train all	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2492&context=etd
Dr. LaTonya Harris	Debbie Shelden , Kim W. Fisher, Melinda R. Snodgrass	Factors Associated with Parent Involvement for African American Youth with Intellectual and Developmental Disabilities: Findings from the NLTSS-2012	This study used a correlational design to explore the association between parent demographics, parent experiences, parent expectations, and parent involvement for families supporting African American youth with IDD. Chi-square statistical analyses were used to determine the associations between parent involvement and factors related to post-school planning. Associations were found between parent involvement and parent demographics, parent and youth experiences with professionals, and parent expectations for postschool adulthood. The findings of this study provide opportunities for professionals and other stakeholders to intentionally develop actionable goals and objectives aimed at redefining parental involvement through a culturally responsive lens that positions parents as a resource, creates systems built on partnerships, and promotes feelings of inclusiveness for families supporting youths of color with IDD.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2488&context=etd
Dr. Anna Tess	Christina M. Borders , Stacey Jones Bock, Maribeth Lartz	Teaching Strategies and Interventions for Students with a Hearing Loss with Disabilities	This dissertation included a survey investigating teachers' experiences, education, preparedness, knowledge, and use of environmental arrangement, visual schedules, visual structures, and work systems. Data analysis utilized Spearman's rho correlations to identify potential correlations between years of experience, courses taken, professional development taken, and different disability categories. The data showed that ToDs are not very prepared to teach this population of students, and they are looking for more supports and strategies to teach these students in their classroom. Teacher preparation programs should incorporate more classes in teaching students who are DWD. More professional development opportunities should be made available for current teachers focusing on structured teaching strategies and students who are DWD for teachers of the deaf.	https://www.proquest.com/docview/2586002903/fulltextPDF/F25C728BCD714E4BPQ/1?accountid=11578
Dr. Yazid Alqahtani	Yun-Ching Chung , Christine M. Borders, Mark Zablocki	Teaching Caregivers to Implement Naturalistic Strategies with Young Children with Autism Spectrum Disorder	Training caregivers to use naturalistic strategies with their children can be one important aspect of the family-centered approach and can increase the likelihood for young children to receive EI within	No link available